



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## CUSTOMS OF OUR COLONIAL ANCESTORS

By MARY EMILY CLARK

Principal George Biddle High School, Cecilton, Md.

**T**EXT: Channing, "Students' History of the United States."

Assignment 1: Pages 45-47; 66-67; 100-106; 263-276; in text. All pupils should be held responsible for the text.

Aims: Enjoyment of the period studied, making it real; enlargement of experience; knowledge of books; training in taking notes; training in English expression; comparison of farm life then and now.

There is such a wealth of material on the subject that it is difficult to choose. The best single reference is Alice Morse Earle's "Home Life in Colonial Days," and if several copies are available, so much the better. The readings will take about ten recitations; summarizing, about five more, although the time may be shortened by assigning written work. This, of course, makes it more difficult for the teacher, who always has more correcting to do. Or, some books may be omitted. The *Otis Readers* are elementary books, but they contain material written up in a simple, easy style, and are appreciated by the comparatively dull pupils who form a part of every class.

The three books named last on the list are expensive, and may not be in your school library. Perhaps some one of the students may have them in his home. Hammond, "Colonial Mansions of Maryland and Delaware," is useful chiefly for this section, as is the book by Swepson Earle. Faris, "Romance of Old Philadelphia," is excellent for customs of the time, and especially so, since Philadelphia was so prominent in our early history.

Pupils should compare these books, and learn to know the different kinds, source, secondary, authoritative, and non-authoritative, historical fiction, etc.

Assignment 2: Individual readings from the following books:

Thwaites, "Colonies" (five assignments)

(1), 96-98; 100-101; 179-184; 220-224.

(2), 98-100; 106-109; 186-188; 226-228.

(3), 102-104; 184-186; 224-226.

(4), 188-192; 229-231.

(5), 109-111; 192-194; 231-232.

Hart, "Social and Economic Forces," (four assignments), chapters 1, 2, 3, 4.

Coman, "Industrial History," pages 38-40; 41-45; 47-61; 62-83.

Hart, "Source Book," pages 4-92; 108-122.

Hart, "How Our Grandfathers Lived," parts 1 and 2; pages 217-316; 317-371; 81-142.

Earle, "Home Life in Colonial Days," chapters 1-17 (8 assignments).

Hart, "Camps and Firesides of the Revolution," part 1.

Hart, "Colonial Children," parts 6, 7.

Otis, "Ruth of Boston," pages 112-121; 127-135; 152-154.

Otis, "Mary of Plymouth," pages 60-61; 70-71; 101-106; 81-89; 137-142.

Otis, "Richard of Jamestown," pages 122; 141-147.

Otis, "Stephen of Philadelphia," pages 121-125.

Franklin, "Autobiography," entire.

Guerber, "Thirteen Colonies," sections 28, 29, 35, 40, 41, 45, 46.

Fiske, "Old Virginia and Her Neighbors," Vol. 2, pages 174-269, especially 221-248 (may be two assignments).

Hinsdale, "American Government," chapter 2.

Tryon, "Household Manufactures in the United States," pages 190-191; 194-198; 202-206; 211-216; 219-222; 222-241. (All of this book is good material, and it is new.)

Becker, "Beginnings of American People," chapter 5.

Wilson, "American People," Vol. 2, chapter 2.

Earle, "Maryland's Colonial Eastern Shore."

Hammond, "Colonial Mansions of Maryland and Delaware."

Faris, "Romance of Old Philadelphia."

Pupils report in class on assignments, and discussion follows. Each is contributing something, and feels that he not only has a share in making the lesson a good one, but in correcting those who fail in their part. If the teacher is called from the room, one of the students keeps the class going. Questions similar to these are brought out:

Why were the colonists so dependent upon their own resources? Put yourself in their place.

Why did they not bring more goods from England?

If you had been planning to migrate to America, like the early colonists, what would you have wanted to know about the new home?

Do the pioneers deserve credit for what they did?

Are immigrants today moved by the same motives as those of our ancestors?

Are there any pioneers today who endure equal hardships?

What problems on our farms are still like those of colonial days?

What help can the county-agent give in solving these problems?

Pupils are required to take notes during the recitation. At the end of the readings they are assigned such topics as those below or similar ones to write up from their notes and then talk for a few minutes on the topic which they have, the class, of course, having the privilege to correct them or challenge their opinions. (The teacher may have to interfere occasionally): Clothing, food, cooking-utensils, lighting, heating, household activities, methods of farming, farm machinery, servants, amusements, education, travel, religion, superstition, protection against Indians, government, houses, trade, money, fish and game, hospitality.

This is an agricultural community, with the railroad from nine to twenty miles distant from the different farms. The question developed, "Why is this so entirely an agricultural community?" Two pupils were appointed to investigate and report on the matter. Among interesting results of the reading were the comparisons of present day home activities in this community that resemble very closely those of our ancestors. We hear statements today about industry having been taken from the home. Any farmer's wife in this section of the country, and in many others, can

assure you that such statements are incorrect. The following were assigned to pupils who volunteered to observe the operations in their homes if possible, and if not possible to observe, to talk it over with their parents and report:—

Raising of geese (picking and uses of feathers, comparison of prices); making soap (present recipe, and use of ash lye of colonial days); drying apples and other fruits; making apple butter (recipe); making cider; killing hogs and curing meat; keeping vegetables and apples for winter use; making brooms, (including treatment of broom corn and comparative prices); raising of turkeys; and "harvesting crop;" churning and making butter; weaving rugs and carpets.

The day after the work was apparently completed, we had a general discussion. Then each had a summary of the period to write for the note-book. Each, too, must keep a list of all books assigned for reading. After such a series, the class has a better understanding of the whole period, and will be more fully prepared, not only for the study of the Revolutionary Period, but also for that of the present day, as he realizes the hardships of his ancestors, and sees how we "have come to be".

A visit to colonial houses in the neighborhood will repay the effort, and if some members of the class can trace their family to the first settlers, additional interest is gained. Bohemia Manor is not far from the school, and students enjoy seeing it. At least two pupils can trace back to colonial grants of land, so colonial life is beginning to seem very real to them.

## WHERE DO YOU STAND?

By L. A. WILLIAMS

The University of North Carolina

**I**F the number and nature of requests just received by the Executive Committee of the Teachers' Assembly is any criterion it would seem that we need discussion and expression of opinion as to the purpose and function of the North Carolina Teachers' Assembly. At its January meeting the Executive Committee had requests for the organization of no less than four new departments all of which have come about through the development and growth in size of the present departments until the modern language teachers in the high school department, for example, feel that they are a body of sufficient size and importance to be accorded the dignity of a separate department. In like manner the domestic science folks and the agriculture folks feel that they should be organized departmentally; and so for other groups.

The argument for this creation of new departments is, in effect, that the modern language folks are not interested in the problems of the English teachers, the corn club leaders are not concerned with the problems of home making, etc., etc. The argument goes on to show how much more the members of these several groups would get out of the meetings at the Teachers' Assembly if each group could be assigned a department by itself with its own separate organization and program.

The question at once arises as to whether or not it is the province of the Teachers' Assembly to arrange for a program to instruct the members with their varied interests in the technique of their particular work. Is it not rather, perhaps, the province of these meetings to

(Continued on page 65)